

FIFTH ANNUAL

CATALOGUE

AND

CIRCULAR

OF

WHITE HALL ACADEMY,

CUMBERLAND COUNTY, PA.

1855—6.

D. DENLINGER, PRINCIPAL AND PROPRIETOR.

LANCASTER, PA:
M. M. BOHNER, PR.

1856.



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OFFICERS.

INSTRUCTORS.—Summer Session.

D. DENLINGER, PRINCIPAL,
*And Teacher of Languages and Mathematics, and Instructor in the Normal
Department.*

E. O. DARE,
Teacher of Mathematics and Natural Sciences.

A. BLESSING,
Teacher of Mathematics.

HUGH COYLE,
Teacher of Vocal and Instrumental Music.

INSTRUCTORS.—Winter Session.

^{as}
D. DENLINGER, PRINCIPAL,
*And Teacher of Languages and Mathematics, and Instructor in the Normal
Department.*

A. BLESSING,
Teacher of Mathematics and Natural Sciences.

HUGH COYLE,
Teacher of Vocal and Instrumental Music.

A. A. SANER,
Teacher of Penmanship.

MANAGERS.

WM. R. GORGAS, Esq.,	REV. SIMON DRESBACH,
GEORGE W. CRISWELL, Esq.,	MR. JOHN BOWMAN,
DANIEL SHELLY, Esq.,	MR. GEORGE BOWMAN,
R. G. YOUNG, M. D.	

LIST OF STUDENTS.

SUMMERTH SESSION.—1855.

NAMES.	RESIDENCES.
Albright, P. S.	Berks Co.
Albright, Jos.	"
Armstrong, James	Germantown.
Bowman, H. M.	Cumberland Co.
Bowman, S. G.	"
Church, H. A. M.	"
Church, R. R.	"
Coleman, John	York Co.
Comfort, J. C.	Cumberland Co.
Crain, R. M.	"
Crain, A. W.	"
Cramer, H. L.	York Co.
Crone, Levi	"
Diller, David	Cumberland Co.
Dundore, Levi	Berks Co.
Erb, David	Lancaster Co.
Egolf, B. F.	Berks Co.
Frantz, J. W.	Dauphin Co.
Gallatin, Franklin	York Co.
Gorgas, D. H.	Cumberland Co.
Hassler, C. C.	Stark Co., Ohio.
Heck, J. B.	Cumberland Co.
Hettrick, A. C.	York Co.
Hiteshew, W. H.	Carroll Co., Md.
Holtz, Samuel	Cumberland Co.
Houck, H. M.	York Co.
Huver, E. S.	Lancaster Co.

NAMES	RESIDENCES.
Keller, J. R.	Lancaster Co.
Kindig, Elias	Westmoreland Co.
Laman, John	Highspire.
Laudermilch, L. L.	Lebanon Co.
Lloyd, Isaac	Lisburn.
McCormick, J. J.	Highspire.
Mechem, A. F.	Harford Co., Md.
Miller, Edmund	Cumberland Co.
O'Hara, George	Lancaster Co.
Quigg, J. F.	Cumberland Co.
Rife, Daniel	"
Rudy, Zachariah	York Co.
Rutter, Samuel	"
Seiler, G. W.	Dauphin Co.
Sellers, Abraham	Lancaster Co.
Shaeffer, John	Cumberland Co.
Shelly, D. W.	"
Shindle, Michael	Lancaster Co.
Smith, G. S. W.	Adams Co.
Smyser, Edmund	York Co.
Sollenberger, J. A.	Lancaster Co.
Vale, Joseph G.	Adams Co.
Warner, Francis	Carroll Co., Md.
Weaver, Julius	Cumberland Co.
Wetherall, J. A.	Baltimore, Md.
Wetherall, J. H.	"
Williams, D. J.	York Co.
Winebrenner, J. A.	Harrisburg.
Winebrenner, Albert	"
Wogan, J. H.	York Co.
Wolgemuth, S. W.	"
Total,	58.

LIST OF STUDENTS.

WINTER SESSION.—1855—6.

NAMES.	RESIDENCES.
Alter, S. B.	Cumberland Co.
Armstrong, James	Germantown.
Bahn, M. W.	York Co.
Bair, Isaac	Lancaster Co.
Birch, B. F.	Dauphin co.
Boas, Edward	Reading.
Bomberger, S. G.	Lancaster co.
Bowman, S. G.	Cumberland co.
Bowman H. N.	"
Bowman, Abraham	"
Bowman, J. H.	"
Bowman, Isaiah	Harrisburg.
Bruner, D. I.	Chester co.
Camp, Clarence	Adams co.
Camp, N. G.	"
Campbell, H. C.	Pittsburg.
Church, H. A. M.	Cumberland co.
Church, R. R.	"
Comfort, J. C.	"
Crider, Henry	"
Devries, John	Carroll co., Md.
Emig, W. H.	York co.
Erb, John	Cumberland co.
Erb, David	Lancaster co.
Gorgas, D. H.	Cumberland co.
Heck, J. B.	"
Hildebrand, J. H.	Lancaster co.

NAMES.	RESIDENCES.
Jackson, Clark	Lancaster co.
Kuntz, S. S.	York co.
Lloyd, Isaac	Cumberland co.
Loucks, A. W.	York co.
Martin, D. F.	Cumberland co.
McConnel, Henry	Chester co.
Mengle, D. L.	Berks co.
Mercer, B. M.	Chester co.
Miller, A. M.	Berks co.
Miller, R. J.	"
Musser, J. R.	Cumberland co.
Muers, C. A.	York co.
Ottey, J. P.	Chester co.
Palmer, Rees	"
Paxson, Simmons	Howard co., Md.
Poffenberger, W. H.	Dauphin co.
Poffenberger, W. L.	"
Rife, Daniel	Cumberland co.
Roth, Jacob	Lancaster co.
Rupley, H. M.	Cumberland co.
Saner, A. A.	"
Schlegel, David	Berks co.
Scherich, Christian	Cumberland co.
Seiler, G. W.	Dauphin co.
Shelly, D. W.	Cumberland co.
Shindle, M. G.	Lancaster co.
Shingle, G. W.	Chester co.
Sigman, L. J.	"
Slifer, Samuel H.	Lewisburg.
Wilson, J. F.	Dauphin co.
Wilson, S. R.	"
Total, during Winter Session,	- - 58
" " Summer Session,	- - 58
" " Year,	116.

STUDIES AND TEXT BOOKS.

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- PRIMARY STUDIES**, . . . Frost's History of the United States, Smith's English Grammar, Mitchell's Intermediate Geography, Fulton and Eastman's Book Keeping, Webster's Dictionary.
- NATURAL SCIENCES**, . . Comstock's Natural Philosophy, Chemistry, Geology and Mineralogy, Burritt's Astronomy, Lincoln's Botany, Cutter's Anatomy and Physiology.
- MENTAL AND MORAL SCIENCES**, . . Upham's Mental Philosophy, Wayland's Moral Philosophy, Whateley's Logic, Blair's Rhetoric, Parker's Composition, Comstock's Elocution.
- MATHEMATICS**, Davies' Arithmetic, Bourdon's Algebra, Legendre's Geometry, Davies' Surveying and Trigonometry, Bonnycastle's Mensuration.
- ANCIENT LANGUAGES**, . . *Latin*,—Andrew's and Stoddard's Grammar, Ainsworth's Latin Dictionary, Anthon's Latin Lessons, Jacob's and Doring's Latin Reader, Cesar's Commentaries, Virgil's Eneid, Sallust, Cicero, Tacitus, Horace.
- *Greek*,—Sophocles' Greek Grammar, Liddell and Scott's Lexicon, Anton's Greek Lessons, Greek Testament, Xenophon's Anabasis, Homer's Iliad, Demosthenes' De Corona.
- MODERN LANGUAGES**, . . *French*,—Meadow's French Dictionary, Bolmar's Levizac's Grammar, Value's Ollendorff, Les Aventures de Telemaque, La Henriade, Charles le Douze, Corinne, Paul et Virginie.
- *German*,—Kunst's German Dictionary, Adler's Ollendorff and Reader, German Testament, Shiller's Works.
- MUSIC**, Instructions for the Violin, Hunter's Instruction for the Piano, Wragg's Instructions for the Flute, Cottage Glee's, Dulcimer.

TERMS.

Boarding, Washing, Lodging, and Tuition in the English Branches, and Vocal Music per Session, (five months,)	\$60 00
Instruction in Latin or Greek, each,	5 00
“ French or German,	5 00
“ Instrumental Music,	10 00
“ Plain Penmanship,	1 00
Use of Piano,	2 00
“ of Library,	1 00
Fuel and Lights, (Winter Session,)	4 00
“ “ (Summer Session,)	1 00

A small additional charge will be made to those Students who have fire in their rooms.

Students will be received at any time in the Session, and charged from the time of entering, but no deduction will be made for occasional absence, unless caused by sickness.

WHITE HALL ACADEMY.

THIS INSTITUTION is situated in the Cumberland Valley, Cumberland County, Pa., three miles west of Harrisburg, in the midst of a beautiful and healthful section of country, and surrounded by an intelligent, moral and religious community. It opened in May, 1851, with thirteen pupils; the number however increased the first session to thirty-two.—From its first opening, the success of the Institution has far exceeded the most sanguine expectations of its friends.

The prominent features of the School to which we would direct special attention are the following:

1. *Its Location.* It is believed that few Institutions are more eligibly situated. It may be said to combine the advantages of town and country. It is sufficiently convenient to Harrisburg, the Capital of the State, for all useful purposes; and sufficiently remote from town to be free from those temptations to idleness, extravagance and vice, to which students are exposed in towns and cities. It is also remarkably healthful, and convenient of access from all parts of the country.

2. *The Opportunities for Improvement.* The course of study, as will be seen by reference to another part of this Catalogue, is quite extensive. The instruction is thorough and practical. The teachers are all men of experience, and established reputation, who have been engaged for years in their respective departments. No one is engaged who does not make teaching his business, and a sufficient number are employed to give the Institution the character of a first class Academy.

3. *The Character of the Students.* It affords us pleasure to refer to the exemplary character of the students in general. The school is composed in great part of young men who are educating themselves, and by whom time and opportunities are duly appreciated. These exercise a controlling influence over the rest. So complete is this influence, that idleness and improper conduct are comparatively rare. Parents and Guardians, in sending their sons or wards to this school, may feel assured that very few evil influences, either from within or without, will be operating on them.

4. *The Domestic Character of the School.* As proper treatment contributes greatly to cheerfulness and alacrity in students, it is endeavored

by kindness and attention to their personal comfort to make them feel as much at home as circumstances will allow. Their rooms are comfortably furnished; they receive good and wholesome boarding; they are required to keep themselves clean and decently clad, and in cases of sickness they will receive skilful medical treatment, and careful nursing.

5. *The Terms.* These are considerably below what they generally are in Schools of this class. The design of the Institution is to become as extensively useful as possible. For this purpose the terms have been made as low as could be safely done, so as to enable persons in limited circumstances to enjoy the advantages which the Institution affords.— We are aware that this is an object of no consequence to many persons; *but it is of considerable importance to such as are obliged to acquire by their own efforts, the means of defraying their expenses, who always compose a healthful element in a School.*

GENERAL RULES.

DISCIPLINE.

The government of the School is of a parental character. The rules are few and easily observed, and a strict observance of them is required.

In cases of difficulty the Principal is assisted by the advice of some of the most experienced and intelligent men in the neighborhood. In all aggravated cases it is expected that all well disposed students on being examined, will give such information as will lead to the conviction and punishment of the offender; and in all investigations before the Board of Managers they will be required, if necessary, to give testimony. No student of confirmed vicious habits, or entirely ungovernable disposition, will be allowed to remain in the Institution.

ARRANGEMENTS FOR BOARDING.

The Academy building is a large two story building, with a finished attic, capable of accommodating about seventy boarders. The principal part of it is new, having been expressly erected for this purpose. The School room, recitation rooms, dinning room, music room, and chambers, are conveniently arranged, and all are capable of being warmed in winter.

LITERARY SOCIETY.

The Students have formed themselves into a Literary Society for the

purpose of improving themselves in Composition and Declamation. A library of several hundred volumes of choice works is open for their use.

RELIGIOUS INSTRUCTION.

Churches of various religious denominations are in the neighborhood, either of which the students can attend, at their own option or that of their parents, and it is expected that they will attend divine service, at least once each Sabbath. They will also be required to attend Bible-class on the Sabbath, and family worship and the opening exercises in the School each morning.

REFERENCES.

We do not deem it necessary to give any special references or testimonials. We consider the rapid growth of the School its best recommendation. Should special references, however, be required, they will cheerfully be given.

NORMAL DEPARTMENT.

In order to prepare young men properly for teaching, a class has been formed, called "the Teacher's Class," which meets several times every week. Practical exercises and instructions in such branches as are taught in public schools, are given to the class at each meeting.

DOMESTIC ARRANGEMENTS.

The domestic arrangements are superintended by the lady of the Principal, who will devote her principal time and attention to the comfort of the students, and in case of sickness will attend to them in person.

SESSIONS, EXAMINATIONS. &c.

The school year is divided into two sessions of about five months each, commencing on the first Monday in May and November in each year. Generally at the close of each session the students are publicly examined, after which an Exhibition of Declamation, and Vocal and Instrumental Music, is given them in the evening.

MISCELLANEOUS ITEMS.

Each Student will be required to furnish himself with a basin, towel, a pair of slippers, and a Bible, and have his clothes distinctly marked.

All the Students, except such as have relatives in the vicinity, are required to board in the Institution.

Students will leave the cars either in Harrisburg or at Bridgeport, opposite Harrisburg, where they can procure private conveyances to convey them to the place; or they may walk out to the Institution, where a conveyance will be furnished them free of expense to bring their baggage.

Text books are furnished at the Harrisburg retail prices.

Further information can be had either on personal application or by addressing

D. DENLINGER,

February, 1856.

Harrisburg, Pa.





STUDIES AND DISCIPLINE.

THE parents and others interested in the Institute at Flushing, L. I. are informed, that it is intended to render the course of instruction pursued in this institution, more strictly classical than it has hitherto been, and to extend it to the higher branches of collegiate education. With this view, the studies of the pupils will hereafter be conducted in two departments, viz: an *introductory* and a *higher* department; both, however, to be in the same building, and under one supervision.

The regular classes of the introductory department, with their respective studies, are as follows:

1. THE GRAMMAR CLASS.*

Latin Grammar—Liber primus—The Latin Reader, 1st part—English reading and parsing—Arithmetic—Geography, and Penmanship.

2. THE LATIN CLASS.

De viris Romæ—The Latin Reader, 2d part—Cornelius Nepos, or Cæsar: *De Bello Gallico*—Latin Exercises—Greek Grammar. English reading and parsing—Arithmetic—Geography, &c.

3. THE GREEK CLASS.

Goodrich's Greek Lessons, or Delectus—Portions of the Greek Testament—Lucian's Dialogues—Jacobs' Greek Reader, or Græca Minora, or a selection from both the latter works—Greek Exercises. Latin Prosody—Phædrus—Excerpts from Ovid's Metamorphoses, Epistles, &c.—Latin Exercises. Principles of English Pronunciation—Writing of definitions and sentences—Historical and Chronological tables—Geography and Arithmetic.

In all the classes of this department, the New Testament, parts of the Old Testament, the Catechism and Liturgy of the

* The classes are named after the studies which are begun, or made a leading subject of attention in them.

Episcopal Church, form the subjects of stated and systematic instruction.

In the higher department, there are four regular classes, and the course of study in each is calculated for the period of a session, as follows :

1. THE GEOMETRY CLASS.

Algebra : Colburn and Day—Euclid's elementary Geometry—Application of Algebra to Geometry. Sallust, with Anthon's notes—Livy—Translations from English into Latin, and *vice versa*—Roman Antiquities—The Iliad entire, or extracts from the Iliad and Odyssey—Greek Prosody—Greek Exercises. Ancient History and Geography—Principles of Elocution—English Composition, and Exercises in speaking. The Holy Scriptures, with particular attention to sacred Geography and Antiquities.—Porteus's Evidences of Christianity.

2. THE RHETORIC CLASS.

Virgil's *Æneid* and *Georgics*—The Orations of Cicero, and selections from his other works—*Græca Majora*, 1st vol.—The Manual of Epictetus—Latin versification, and original Composition in Latin prose.—Greek Antiquities. Plain Trigonometry—Surveying—Mensuration—Navigation—Spherical Geometry and Trigonometry. Blair's Lectures on Rhetoric—English Composition—Exercises in speaking—Ancient and Modern History. The Holy Scriptures, with Gray's Key, or Horne's Introduction abridged.

3. THE JUNIOR CLASS IN PHILOSOPHY.

Large excerpts from Horace, Juvenal, and Perseus—Tacitus—*Græca Majora*, 2d vol.—Greek Prosody—Composition in Latin prose and verse. Analytical Geometry—Conic Sections. Natural Philosophy—Astronomy. Logic, (Hedge's)—English Composition, and Exercises in speaking—Modern History. The Holy Scriptures—Paley's Evidences of Christianity, and Natural Theology.

4. THE SENIOR CLASS IN PHILOSOPHY.

Grotius de veritate—Longinus—The Greek Testament, *critically*—Some of the higher Classics, not before used.—Chemistry—Mineralogy and Geology, and, as far as time allows, other branches of Natural Science. Moral, political, and intellectual Philosophy—English Composition, and Exercises in Oratory. The Holy Scriptures—Archbishop Secker's and Bishop White's Lectures on the Church Catechism.

Although the French and Spanish are not included in the foregoing course, the means of learning them will be afforded to such students as may have leisure for the acquisition ; and, further, when it is particularly desired, and circumstances render it advisable, the study of the above named languages will be substituted for that of *Greek*, throughout the course ; an accommodation acknowledged to be inconsistent with the character at

which the Institute aims, but acceded to for the present from considerations of expediency.

Boys, in order to be received into the introductory department, must, hereafter, be at least 12 years of age, when they may enter either the *Grammar* or the *Latin* Class, according to their qualifications. Candidates for the Geometry Class must not be under 14 years of age, and proportionably older for any of the more advanced classes. They must also afford satisfactory evidence of their abilities to pursue, with advantage, the studies of the class contemplated.

The instructions in Belles Lettres and Christian Ethics, are given by the Principal, the Rev. WM. AUGUSTUS MUHLENBERG; in the Classics and Philosophy of the Mind, by the Rev. SAMUEL SEABURY; in Mathematics, Geography, &c. by Mr. ALEXANDER VARIAN; in Natural Philosophy and Chemistry, by ————. There is also an instructor in the French and Spanish languages, two assistant instructors in the Latin and Greek, and another in Mathematics and Arithmetic.

THE DISCIPLINE, &c.

The Principal, Students, and most of the Instructors reside together in the Institute; constituting a single family, regulated, in all its details, with a view to improvement in morals, manners, and learning.

The students have not separate apartments, but prepare their recitations in a spacious room, which serves as a common study, and sleep in two extensive dormitories.* This arrangement, although not always preferred by the student, possesses, under a proper supervision, important and peculiar advantages, and forms an essential feature in the domestic economy and preventive discipline of the Institute.

The students leave the bounds only when permitted by the Principal, and then, for the most part, in the company of in-

* Provided with alcoves for the more advanced students.

strueters. They find no use for pocket money ; and, in order to prevent extravagance in dress, wear a plain and neat uniform.

They attend prayers every morning and evening in the chapel of the house, and divine service and sermon twice on Sundays, in the church of the village, or in the chapel.

The younger pupils receive every necessary attention, in the care of a lady who fills the office of matron in the family.

The ordinary means of correction are private and public admonition ; for the junior pupils denial of amusement, additional tasks, confinement, &c. Arbitrary punishment is resorted to as seldom as possible ; such punishment being always preferred as may appear to the delinquent to be the proper consequence of his delinquency.

When an offender proves incorrigible, or has been guilty of flagrant violations of morality or order, he is dismissed. It is possible, however, for a youth to be troublesome to his instructors, or injurious to his companions, in a degree to deserve dismissal, and yet not be chargeable with any specific offence that would justify the measure. In the occurrence of such a case, the parents or guardians concerned will be respectfully requested to remove the pupil themselves. Bad example is always hurtful ; under the mild government of the Institute, it is ruinous. The Principal, therefore, wishes to have it distinctly understood, that he will always hold himself at liberty to decline the education of a pupil, simply on the ground of expediency—a privilege which should be retained by every one who undertakes the government of youth, although the exercise of it may require much prudence and delicacy.

The business of the Institute is continued, without interruption, during a session of ten months, commencing on the first Monday of October in each year.

The vacation commences on the first Monday in August, and ends, of course, with the beginning of the session.

The Students are not allowed to visit their homes during the session, unless in cases of emergency.

THE OBJECT of the Institute, as may be perceived from the foregoing account of the studies and discipline, is threefold, viz : LIBERAL SCHOLARSHIP, CHRISTIAN INSTRUCTION, and CHRISTIAN DISCIPLINE.

1. *Liberal Scholarship.* The course of instruction proceeds upon the established opinion, that the classics and pure mathematics afford the surest groundwork of solid education. The plan, whatever be its merits, by which the modern languages and the various branches of natural science are substituted in lieu of a severer discipline, is sufficiently popular, and the public is in no want of schools modelled upon the improvements which it is supposed to present. High schools and polytechnic institutions are multiplying in every direction, to meet all the demands for what is called practical, in opposition to classical, learning. In the zeal for the diffusion of knowledge and for levelling it to the intellectual abilities of all classes, some care must also be had for the interests of liberal education. Our country, it is to be hoped, will always support schools, by which the rising character of her literature may be maintained, and the genius of her sons cherished and invigorated at the ancient fountains. As one of these, the Institute at Flushing ventures to present its claims, and accordingly lays the basis of the superstructure it would rear, in the discipline which is derived from ancient literature and mathematical science.

In prosecuting the prescribed course of instruction, the students will be required to read large portions, and, in some instances, the whole of the standard authors of antiquity. This regulation is grounded on the conviction, that thorough scholarship is more certainly and rapidly effected by the careful reading of a few entire works, than in the common method by which the pupil is carried over extracts from a number of authors, and scarcely allowed time to become familiar with the style or interested in the subject of one, before he is hurried on to another.

The translation of English into Latin, or the composition of Latin, has been a regular exercise in the Institute, and is intended to be continued throughout the course, as one of the

most successful methods of habituating the student to accuracy, familiarizing his mind to the idioms of the respective languages, and of bringing into united operation the faculties of judgment, discrimination, and taste. The committing to memory portions of the orators and poets is also practised as an efficient means of securing a correct of pronunciation, and of storing the mind with the treasures of classical lore.

The course of mathematics is as extensive as that pursued in most of our colleges. Proper apparatus will be provided for the illustrations of Natural Philosophy and Chemistry. A mineralogical cabinet has been commenced; and in the study of Botany, should time be found for it, peculiar advantages will be enjoyed in the Institute from its proximity to the well known Linnæan garden of Wm. Prince, Esq. Extensive attainments in any of the departments of Natural History are not within the scope of collegiate education: it is enough if the pupil be introduced to a general view of the ground, which afterwards, as taste may dictate or occasion require, he can survey more attentively.—Geography, Chronology, and History receive the large share of attention which their practical value and suitability to the powers of the juvenile mind demand. In the study of History, it is designed not only to use the ordinary elementary books, but to make the reading of the standard historians a frequent, and, in some of the classes, a daily exercise through the greater part of the course. In this way good reading may be promoted, a stock of historical information laid up, geographical knowledge kept alive, and opportunities for edifying remark continually afforded.—A taste for the Belles Lettres will be assiduously cultivated, in conformity with the classical character of the school, and as congenial, in its refining influence, with the spirit of Christianity. With this view, selections from the English classics will be read, with a view to analysis and critical examination, by the higher classes, while English composition and exercises in Elocution will be made a weekly duty from the commencement to the completion of the course.

In moral, intellectual, and political philosophy, the instructors will be satisfied when their pupils shall have attained to clear views of fundamental principles. In accomplishing this, such text books will be used as the writings of Locke, Beattie, and

Reid, accompanied by familiar lectures; but the student will not be required to waste his time over works that are fit only for maturer minds, in puzzling himself with the subtleties of casuistry, or in wandering among the mazes of metaphysical speculation.

The main incitement to diligence in study in the Institute, is a frequent appeal to a sense of duty, and motives of a congenial kind. The stimulus of emulation is rather dreaded, and, therefore, but sparingly employed. Whenever it is a main spring in education, whatever good it may accomplish, it does abundantly more harm in the thousand bad feelings which seem to be its natural offspring. Besides, it operates successfully only on the gifted few, while it leaves the many, of moderate talents, to despair; serving rather to create a few brilliant stars, than to diffuse a general and steady light. Let the Christian youth be animated to exertion, by having frequently set before him the consequence of industry in future respectability—the reasonable expectations of parents and friends—the part he will be called upon to act in life—above all, his bounden duty to cultivate whatever talents the Creator has entrusted to him. Let him be made to understand the moral influence which he will necessarily exercise in his various social relations. Let him be taught to consider the very fate of the republic, as depending upon the educated among the rising generation. Let models of distinguished excellence be frequently set before his eyes. Let him be led to contemplate the interesting aspect of the Christian world—the sublime philanthropy which looks to the spiritual elevation of the human race—and then let the question be urged home upon him, whether he is a stranger to that noble ambition which disdains the thought of doing nothing in the world? Whether no enthusiasm begins to kindle within him, when he bends at the shrine of superior intelligence, or exalted virtue? Whether he is willing that the course of his life should be the trackless path of an arrow through the air?—It cannot be doubted, that mental energy thus aroused,* is attended with an

* The immediate means of promoting industry in the Institute, are—

1. Undeviating regularity in the routine of business.

influence far more propitious to usefulness, honour, and happiness in life, than when it is the product of the vanity, self-conceit, or petty rivalry, that is too often dignified with the name of honourable emulation. Little and unworthy motives will always be at work in the purest system. It is impossible to exclude them; but let not the Christian instructor be chargeable with encouraging them; let him stimulate his disciple to duty only by considerations which will bear the test of Christian analysis.

CHRISTIAN INSTRUCTION.—This is regarded as a paramount object in the Institute. The religious opinions to be inculcated, may be learned from the text books prescribed in the syllabus; regular and systematic instruction in the Holy Scriptures being made the ground work of the whole. A reason for the common neglect of such instruction in our public schools is, the obvious difficulty of adapting it to the conflicting creeds of their patrons; which, of course, does not exist in a seminary professedly Episcopalian.*

To the charge of sectarianism, should it be made, the Principal replies, as formerly, "that if it be meant that the religious education of the Institute will promote among its subjects an attachment to the principles of the Protestant Episcopal Church, the charge is admitted. As an Episcopal clergyman, having a course of spiritual instruction under his control, he naturally expects that such, more or less, will be the effect. But, if by sectarianism be meant any approach to that spirit which identifies the pale of salvation with the boun-

2. Punctuality and exactness on the part of instructors, in hearing recitations.

3. With the younger pupils, curtailment of the hours of recreation, as far as the hours of study have been misemployed.

4. Stated reports to Parents.

5. Weekly reviews, to which it is intended to add monthly examinations, open to visitors, and to be conducted without any previous preparation.

* The Institute, it is believed, is the only Protestant Classical Seminary in the country, in which religious instruction is *professedly* given, according to the standards of a particular communion. The sentiments which led to the adoption of this course in the first instance, there has been no reason to change, and the public, it would seem, has not disapproved of them.

dary of a certain Church ; or to that which does not distinguish between essentials and non-essentials, as the objects of zeal, in a particular form of Christianity ; or to that which does not recognize, in the principles of truth and virtue, a bond of union superior to that of any visible forms ; in a word, if it be bigotry, it is disclaimed. It is not the spirit of the Episcopal Church. It is not the spirit of the brightest ornaments of that Church. It is not the spirit of the Gospel. ‘In rebus necessariis, unitas ; in non necessariis, libertas ; in omnibus, charitas.’

“With these views, the main effort of the education here proposed is, to impress upon its pupils the leading truths of Revelation ; to remind them constantly of their accountability to an omniscient Judge ; to show them their natural estrangement from God, and consequently, the necessity of ‘being renewed in the spirit of their mind ;’ to lead them to the cross of JESUS, and bid them look there for ‘wisdom and righteousness, and sanctification, and redemption ;’ to represent the faith which justifies as the grand moral principle of Christianity, elevating the affections, controlling the passions, regulating the temper, inciting to ‘whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report—if there be any virtue, if there be any praise, to think on these things.’ Such doctrines primarily ; and, then, as a necessary consequence rather than a separate duty, to love the Church which teaches them *because* she teaches them ; because her articles exhibit them with scriptural fidelity—her homilies preach them with apostolical eloquence—her liturgy breathes them in seraphic devotion. Because her ministry, apostolical in its origin, and valid in the acknowledgment of the whole Protestant world, is so circumstanced that the essentials of Gospel truth cannot be withheld. Because her order is calculated ‘to keep the unity of the spirit in the bond of peace,’ her ceremonies decent and edifying, and all her requirements conducive to the spiritual welfare of her members. Preferenee for a Church on such grounds is not bigotry. It may be cherished by charity itself.”

After all, even if the varying points in the different Protestant

creeds were perfectly immaterial, it would be best that a young person should be educated in a decided preference for some one Church, in order that, in after life, he might not be without a home in the Christian world. Education should prefer even bigotry to latitudinarianism—the former often being an infirmity attendant upon sincere religion, while the latter is a natural ally of infidelity.

CHRISTIAN DISCIPLINE.—The Christian parent will not hastily accede to the education of his child abroad. The advantages of public seminaries, in the formation of manly habits, and of those traits of character which fit a youth for making his way in the world, are obvious; but, for the cultivation of modesty, ingenuousness, and the peculiar graces of Christianity, the nurture of home is incomparably better. In all juvenile communities there is more or less of baneful example; and whatever be the care of tutors and guardians, it can never equal the vigilance of parental solicitude. The present state of society, however, the unavoidable engagements of fathers; in cities, the distractions of company and amusement, and, in the country, the want of competent instructors, with other causes, frequently render a temporary estrangement of the child a measure of prudence, and even of necessity. To what refuge then, when the son leaves the paternal roof, does the father commit him? If to the walls of a college, does he there find the desired asylum? Let the question be answered by the fact, that his only guardians are his instructors, whose duty is supposed to end with the lectures of the recitation room. It is understood that the solicitude of “Alma Mater” is confined chiefly to the intellectual prosperity of her children. She reads them wholesome lessons in morals; but, in enforcing them, she is generally acknowledged to be a very indulgent mother. When a boy goes to college he enters the world; and the world, considering his age, in its most dangerous form. Allured as he is by pleasure, and enjoying almost entire freedom from restraint, the only hope for him is in the habits of previous education, (a frail reed at his time of life,) in an unusual degree of ambition, or in the rare chance of virtuous company—certainly not in the absence of temptation, or the

want of opportunity for indulgence.* Thus, when, from the inexperience of his years and the perils naturally attendant upon them, he stands most in need of parental care and watching, he is abandoned to himself. With all the sails of youthful passion expanded, and reason too weak to control the helm, the fragile bark is committed to a dangerous sea. Who wonders at a wreck?

Nothing is further from the purpose of these remarks than the slightest insinuation of delinquency in the venerable men who preside over our colleges, or the least wish to derogate from the proper merit of these institutions, to which our country owes the education of so many of her illustrious children. The evils complained of, arise from a perversion of the collegiate system from what seems to have been its original design. Con-

* Though there may be exceptions in particular colleges, these strictures are true of them generally. The author takes the opportunity of corroborating his sentiments on this subject by a quotation from a recent discourse, delivered at the opening of a classical seminary at Castleton, Vermont, by the Rev. Wm. B. Sprague.

"Now it cannot be questioned that where a considerable number of youth are brought together in a public institution, they are placed in circumstances involving powerful temptations; and, if left to themselves, are more likely to fall than in almost any other situation in which they could be placed. What is the secret history of many of our colleges, but a melancholy comment on the truth of this remark? Who has not seen the youth full of promise and hope, entering a public seminary, gradually lured into the company of the vicious, fighting with his conscience and yielding up his principles, till, at no distant period, he has become a veteran in crime, and finally has sunk under a weight of profligacy and wretchedness into an early grave? And how many parents are there who could read you, from the record of their experience, a melancholy chapter illustrative of the same truth—who could tell you of children of whom they once dared to hope that they might be the faithful servants of God and their generation; but they sent them to a public seminary, and there their moral principles were assailed, corrupted, ruined; and now these parents are themselves sinking under a heavy burden of blasted hope. And I venture to say, that every institution which assembles a large number of young men, unless their morals are guarded with, I had almost said, more than parental vigilance, will, to many of them, prove the grave of character, usefulness, and hope. You see, at once, that there must be, in such a community, left to themselves, the elements of moral ruin—a spirit that worketh death; for here is inexperience, the fire of youthful passion, the powerful influence of example, the dread of being singular, the soft voice of flattery, the barbed arrow of ridicule—every thing that is calculated to wind the cords of depravity strong and close around the youthful heart. I say multitudes have fallen in these circumstances, and it is no wonder: the wonder is rather that so many have stood."

structed with a view to the habits of studious men, its inefficiency is not surprising, when operating upon undisciplined boys.

The prevalent notions, as to the proper extent of endeavours for preserving the purity of youthful character, are much too loose, and far from being graduated by the standard of Christianity. Juvenile licentiousness is so common that it is supposed to be irremediable. Under the influence of such an idea, and it is too common in our seminaries, no material reformation will be effected. No improvement of consequence may be hoped for until the main and controlling object of the school or college, with respect to its pupils, is dictated by the apostolic injunction—"Bring them up in the nurture and admonition of the Lord." The effort is not hopeless—by a mild yet steady government, enforced by Christian sanctions—by the removal, as much as possible, of circumstances unfavourable to the growth of good principle—by inculcating the virtues of docility, modesty, and subordination as the appropriate graces of youth, and exposing the folly of boyhood aspiring to a premature manhood (a growing evil of our country)—by enlightening and strengthening the principle of conscience, and cultivating a habitual and sacred regard to its admonitions—by exhibiting religion in the beauty and loveliness that belong to her, and as the only friend of man—by no undue excitement of mere animal feeling, in spiritual culture, and yet by cherishing genuine pious sensibility—by such an intercourse with the pupil as shall convince him that every requisition is the dictate of interest in his welfare—above all, on the part of the Instructor, by the vigilance and solicitude that spring from a zeal which does not hesitate at sacrifices, and looks to Heaven for counsel and encouragement—by such means more may be done than luke warmness would imagine, in preserving the inmates of a seminary, comparatively "unspotted from the world."

Such is the threefold object of the Institute at Flushing. The liberal patronage* which the school has already experienced, affords every reason to hope that it will be supported in the im-

* The number of pupils at the end of the last, which was but the second session, was about sixty.

proved form in which it is now presented to the public, viz : a
CHRISTIAN INSTITUTE designed to answer the purpose of a
PRIVATE COLLEGE.

Flushing, L. I., August, 1830.

**** THE** charge for the session is two hundred and fifty dollars, payable, by half-sessions, in advance. This includes all expenses except the outfit, clothing, books, and stationary. Instruction in Spanish, French, or Instrumental Music, is also an extra charge, at \$15 per half session—that is, five months.

As is usual in similar establishments, each pupil must have an outfit, consisting of his bedstead, bedding, silver tumbler, tea and table spoon, toilet appendage, &c. The wardrobe of each must consist of one uniform suit, an ordinary suit for common wear, six shirts, six pair of stockings, napkins, towels, and handkerchiefs, (half a dozen each,) besides a sufficiency of laced or tight boots. The articles and trunks to be marked, in full, with the owners' names.

The uniform dress is a roundabout, coatee, or frock coat, according to age, of dark grey cloth, trimmed with black braid, a black cloth or velvet vest, grey pantaloons, a black stock or silk cravat. In summer, pantaloons of white drillings, white vests, and if the cloth coat is not worn, blue roundabouts.

